GRADE 8

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently.

Indiana Academic Standards	Content Connector
8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently.	**8.RL.1.a.1**: Read a variety of grade-level appropriate literature.
	8.RL.1.a.2: Comprehend a variety of grade-level appropriate literature .
8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	**8.RL.2.1.a.1**: Cite textual evidence when explaining what a text says explicitly.
	8.RL.2.1.a.2: Refer to details and examples in the text when making inferences.
	8.RL.2.1.a.3: Determine which piece(s) of evidence most strongly support analysis of a work of literature.
8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	**8.RL.2.2.a.1**: Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.
	8.RL.2.2.a.2: Provide a detailed summary of a text.

Indiana Academic Standards	Content Connector
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	**8.RL.2.3.a.1:** Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	**8.RL.3.1.a.1:** Compare and contrast the structure of two or more related works of literature.
	8.RL.3.1.a.2: Analyze and evaluate how the differing structure of each text contributes to its meaning and style.
8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	**8.RL.3.2.a.1:** Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.	**8.RL.4.2.a.1:** Analyze how works of literature draw on and transform earlier texts.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently

Indiana Academic Standards	Content Connector
8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, Student interact with texts proficiently and independently.	**8.RN.1.a.1:** Read a variety of nonfiction texts.
	8.RN.1.a.2: Comprehend a variety of nonfiction texts.
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	**8.RN.2.1.a.1:** Refer to details and examples in a text when explaining what the text says explicitly.
	8.RN.2.1.a.2: Refer to details and examples in a text when making inferences.
8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	**8.RN.2.2.a.1:** Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.
	8.RN.2.2.a.2: Provide a detailed, objective summary of the text.
8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	**8.RN.2.3.a.1:** Analyze how a text makes connections and distinctions among individuals, events, and ideas.
8.RN.3.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**8.RN.3.2.a.1:** Analyze in detail the structure of a specific paragraph in a text.
	8.RN.3.2.a.2: Analyze the role of particular sentences in developing and refining a key concept.
8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**8.RN.3.3.a.1:** Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Indiana Academic Standards	Content Connector
8.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**8.RN.4.1.a.1:** Evaluate the claim or argument to determine if it is supported by evidence.
	8.RN.4.1.a.2: Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
8.RN.4.3: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**8.RN.4.3.a.1:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Indiana Academic Standards	Content Connector
8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.RV.1.a.1:** Acquire general academic and content-specific words and phrases accurately.
	8.RV.1.a.2: Use general academic and content-specific words and phrases accurately.
8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	**8.RV.2.1.a.1:** Use context to determine or clarify the meaning of words and phrases.
8.RV.2.3: Distinguish among the connotations of words with similar denotations.	**8.RV.2.3.a.1:** Distinguish among the connotations of words with similar denotations.
8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	**8.RV.2.4.a.1:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	**8.RV.2.5.a.1:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	8.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	8.RV.2.5.a.3: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**8.RV.3.1.a.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
	8.RV.3.1.a.2: Analyze the impact of specific word choices on meaning and tone in literature, including analogies or allusions to other texts.

Indiana Academic Standards	Content Connector
8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**8.RV.3.2.a.1:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
	8.RV.3.2.a.2: Analyze the impact of specific word choices on meaning and tone in works of nonfiction, including analogies or allusions to other texts.
8.RV.3.3: Interpret figures of speech (e.g. verbal irony, puns) in context.	**8.RV.3.3.a.1:** Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Indiana Academic Standards	Content Connectors
8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	**8.W.1.a.1:** Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.
8.W.3.1: Write arguments in a variety of forms that – ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**8.W.3.1.a.1:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**8.W.3.1.a.2:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**8.W.3.1.a.3:** Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.	**8.W.3.1.a.4:** Establish and maintain a consistent style and tone appropriate to purpose and audience.
	8.W.3.1.a.5: Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).

Indiana Academic Standards	Content Connectors
	8.W.3.1.a.6: Provide a concluding statement or section that follows from and supports the argument presented.
	8.W.3.1.a.7: Write arguments in a variety of forms.
8.W.3.2: Write informative compositions on a variety of topics that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.	**8.W.3.2.a.1:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	8.W.3.2.a.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
	8.W.3.2.a.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	8.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	8.W.3.2.a.5: Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
	8.W.3.2.a.6: Establish and maintain a consistent style and tone appropriate to purpose and audience.
	8.W.3.2.a.7: Provide a concluding statement or section that follows from and supports the information or explanation presented.
	8.W.3.2.a.8: Write informative compositions in a variety of forms.

Indiana Academic Standards	Content Connectors
8.W.3.3: Write narrative compositions in a variety of forms that – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	**8.W.3.3.a.1:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	**8.W.3.3.a.2:** Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	**8.W.3.3.a.3:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**8.W.3.3.a.4:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Provide an ending that follows from and reflects on the narrated experiences or events.	**8.W.3.3.a.5:** Provide an ending that follows from and reflects on the narrated experiences or events.
	8.W.3.3.a.6: Write narrative compositions in a variety of forms.
8.W.4: Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	**8.W.4.a.1:** Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	8.W.4.a.2: Strengthen writing by revising, editing, rewriting or trying a new approach.
	8.W.4.a.3: Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).

Indiana Academic Standards	Content Connectors
8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.	**8.W.5.a.1:** Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a product). **8.W.5.a.2:** Formulate a research question and gather relevant information from multiple sources using search terms effectively and annotate sources. **8.W.5.a.3:** Assess the credibility and accuracy of each source. **8.W.5.a.4:** Quote or paraphrase the information and conclusions of others. **8.W.5.a.5:** Avoid plagiarism and follow a standard format for citation. **8.W.5.a.6:** Present information, choosing from a variety of formats.
8.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**8.W.6.1:** Demonstrate command of English grammar and usage, focusing on:
8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	**8.W.6.1b.a.1:** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. **8.W.6.1b.a.2:** Use active and passive verbs in writing. **8.W.6.1b.a.3:** Recognize and correct inappropriate shifts in verb voice.
8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	**8.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
8.W.6.2b: Punctuation – ● Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	**8.W.6.2b.a.1:** Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome
8.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Indiana Academic Standards	Content Connector
8.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	**8.SL.1.a.1:** Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	**8.SL.2.1.a.1:** Participate in collaborative discussions (one-on-one and in groups) on grade-appropriate topics or texts by identifying key ideas of the discussion.
	8.SL.2.1.a.2: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.
8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	**8.SL.2.2.a.1:** Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
	8.SL.2.2.a.2: Add details from text or other resources to elaborate on ideas under discussion.
8.SL.2.3: Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	**8.SL.2.3.a.1:** Demonstrate knowledge and use of agreed-upon rules for discussions.
	8.SL.2.3.a.2: Identify and serve in roles for small group discussions or projects.
	8.SL.2.3.a.3: Understand and follow set goals and timelines for discussion.

Indiana Academic Standards	Content Connector
8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	**8.SL.2.4.a.1:** Ask and answer questions to add detail to topic, text, or issue under discussion.
	8.SL.2.4.a.2: Make comments that contribute to the topic, text, or issue under discussion.
8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	**8.SL.2.5.a.1:** Compare own view or opinion with new information expressed by others.
	8.SL.2.5.a.2: Discuss how own view or opinion changes using new information provided by others.
8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**8.SL.3.1.a.1:** Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
	8.SL.3.1.a.2: Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
	8.SL.3.1.a.3: Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**8.SL.3.2.a.1:** Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
	8.SL.3.2.a.2: Identify when irrelevant evidence is introduced within an argument.
8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	**8.SL.4.1.a.1:** Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
	8.SL.4.1.a.2: Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	**8.SL.4.2.a.1:** Create a presentation with a clear focus, using various media to clarify information, strengthen claims, and add interest.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*[iv]

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards	Content Connectors
8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	**8.ML.1.a.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	**8.ML.2.1.a.1:** Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.
	8.ML.2.1.a.2: Analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.
8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	**8.ML.2.2.a.1:** Interpret how people experience media messages differently, depending on point of view, culture, etc.
	8.ML.2.2.a.2: Analyze how people experience media messages differently, depending on point of view, culture, etc.

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[i] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.

[ii] Ibid.

[iii] Ibid.

[iv] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.